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ABSTRACT

In July 1989, Rio Salado Community College established an Adjunct Faculty Staffing and Development Program (AFSDP) with the following goals: to insure excellence in instruction through content consistency and the use of effective teaching and learning strategies; to increase adjunct faculty identification with the college and appreciation of the importance of their role as adjunct faculty; and to enable the administration to utilize faculty more effectively by coordinating information and standardizing procedures throughout the college. An AFSDP Group was formed and a coordinator was appointed to identify instructional and administrative concerns associated with adjunct faculty, to plan and conduct AFSDP activities, and to develop internal systems and procedures. AFSDP activities include the following: (1) adjuncts are provided with name tags to wear when teaching or attending college functions; (2) adjuncts are recognized for faculty development involvement and outstanding teaching; (3) faculty assemblies and workshops are held to address instructional issues; (4) a mentoring program has been established in 20 academic disciplines; (5) adjuncts are observed and evaluated by a peer or administrator during their first three semesters of teaching; (6) adjuncts receive mailings of instructional information; (7) a new faculty database has been created to facilitate communication between the administration and faculty; (8) the college's adjunct faculty handbook was recently revised; and (9) logistical support, such as media and print services, is provided. Appendixes comprising the greater part of the document contain information on the instructional workshops, guidelines for adjunct faculty observations, student course evaluation forms, samples of informational mailings, and faculty database forms and procedures. (GFW)

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# RIO SALADO COMMUNITY COLLEGE

# Adjunct Faculty Staffing and Development Program

By

Pam Walter

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JC 900442

***July 1989 - August 1990***



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## INTRODUCTION

Rio Salado Community College is one of eight community colleges in the Maricopa Community College District. Rio Salado is a non-campus county-wide college serving students throughout the 9,200 square miles of Maricopa County, Arizona.

Each year Rio Salado offers over 2,000 classes at 150+ sites throughout the county. This includes locations such as high schools, state and federal prisons, shopping malls, industry and government. Rio also has an extensive alternative delivery program, offering classes via conference call, audiocassette, print packages, television, and computer conference. Rio Salado's course offerings are administered through seven functional and geographic areas, each managed by an Associate Dean of Instruction.

Every semester approximately 600 adjunct faculty teach for Rio Salado in a wide variety of formats and locations. The geographic distances among the area offices, teaching sites and Rio's main offices created a need for a coordinated approach to monitor instruction, insure consistency in content, develop teaching excellence and streamline administrative procedures.

In July, 1989, Rio Salado established the Adjunct Faculty Staffing and Development Program. The purpose of this program is threefold:

> To insure excellence in instruction through content consistency and the use of effective teaching and learning strategies,
>
> To increase faculty identification with the college and appreciation of the importance of their role as adjunct faculty, and
>
> To enable administration to utilize faculty more effectively by coordinating information and standardizing procedures throughout the college.

To facilitate this, Rio Salado formed the Adjunct Faculty Staffing and Development Group composed of key people from each of the seven areas. A coordinator was appointed to work with the group to identify instructional and administrative concerns associated with adjunct faculty, plan and conduct adjunct faculty development activities and develop internal systems and procedures.

As the Staffing and Development Group identified the major issues pertaining to adjunct faculty, it became clear that they could be categorized as follows: perceptual, instructional, administrative and logistical. This report contains a brief description of major program activities during the past fourteen months that address these four areas. The appendices contain examples of forms, procedures and other information developed to achieve program goals.

## THE PERCEPTUAL DIMENSION

Underlying all other activities of the Staffing and Development Program is an effort to develop in adjunct faculty a stronger identification with the college and an enhanced perception of their instructional role as an important part of their professional lives.

Because 90% of our faculty work either full- or part-time in other employment settings, their role as adjunct faculty is, by necessity, subordinate to other demands on their time and energies. Additionally, 90% of our faculty are "returning" to teach for us from one semester to the next. Because adjunct faculty are hired on a semester basis, those who are invited to return to teach for Rio are those who have demonstrated that they are effective instructors. One of the greatest challenges to increasing instructional excellence is convincing adjunct faculty who are already recognized as being effective, that the expenditure of their valuable and limited time in instructional development activities is important.

To reinforce the importance of their role as adjunct faculty with Rio Salado, several steps have been taken to elevate the "image" of this role:

Each faculty member is provided with an engraved copper embossed name tag and encouraged to wear it when they teach or attend college functions.

A personal letter from the President of the College is sent to each adjunct faculty who attends a faculty development activity in recognition of their commitment to improving their teaching skills and helping Rio Salado to maintain high quality classroom instruction.

Printed on every mailing is our belief that **"Rio Salado Faculty Are a Class Act!"**.

At the end of each academic year, outstanding Adjunct Faculty are recognized at a college-wide function and highlighted in the College's monthly publication the "Rio News".

In May, Rio Salado sponsors a "Celebration of Excellence" for all staff and faculty. This event includes a well-known speaker who's topic has value instructionally, professionally and personally. A workshop is included that allows participants to interact and apply the content to their particular role within the college.

## THE INSTRUCTIONAL DIMENSION

There are five major components of the Adjunct Faculty Staffing and Development Program which address the goal of achieving excellence in instruction.

### *Faculty Assemblies*

At the start of each semester, several college-wide faculty assemblies are conducted throughout the county. These are held in a nice facility such as a hotel or conference center with refreshments and a program that includes an instructional techniques component as well as updates on important developments in the college. The general session is followed by area meetings in which the Associate Deans in the areas for which the faculty are teaching address instructional and administrative issues specific to their area.

The faculty have expressed their appreciation for these assemblies and enjoy the opportunity to interact with other instructors to discuss teaching techniques and exchange ideas.

### *Workshops*

Each semester Rio Salado schedules Instructional Excellence and Instructional Skills Workshops designed to address specific topics identified by the adjunct faculty as being of interest and value. Appendix A provides additional information on workshop mailings, topics and attendance.

We have found that as the faculty perceive we have a planned approach to scheduling the workshops and offer topics that they have indicated are important to them, attendance at these events has steadily increased. The feedback we receive indicates that they welcome the opportunity to discuss instructional issues and appreciate our efforts on their behalf.

### *Discipline Specialists/Mentors*

A mentoring program has been established with specialists and mentors in twenty academic disciplines. These individuals observe adjunct faculty, review course syllabi for content consistency, serve as information resources for adjunct faculty in their discipline, and conduct special meetings following regular workshops to discuss issues specific to their content areas.

This aspect of the program has proven itself to be very valuable, particularly for new faculty or faculty teaching a course for the first time. They appreciate knowing that there is a specialist in their content area who can help them with instructional issues and questions.

### *Faculty Observation/Course Evaluation*

Each semester for the first three semesters they teach for Rio Salado, adjunct faculty are observed by a peer or administrator. Rio's Adjunct Faculty Observation System has been revised and the focus of observations now concentrate on four essential skills for effective instruction: Introduction, Focus on Topic, Assessment/Adjustment of Learning, and Content Summary.

The completed observation also includes a self-assessment by the instructor. The "Adjunct Faculty Self-Assessment" is reviewed along with the observer's report in a follow-up meeting between the instructor and peer/administrator who observed the class. The forms and narrative guidelines for adjunct faculty observation are included in Appendix B.

Rio Salado will be implementing this new Adjunct Faculty Observation system beginning Fall Semester 1990. We are looking forward to using the new process and feel that the observations will be most informative and valuable for instructional development.

The "Course Evaluation" by students has also been revised to focus on the important aspects of instruction reflected in the Adjunct Faculty Observation process. Students complete the course evaluation form for every class each semester. These forms are processed using a scanner and special software which enables us to print individual reports for each class and summary reports by course, discipline and area of the college. The faculty are provided with the report of the student evaluation of their class. Additional information regarding the software and a copy of the course evaluation form can be found in Appendix C.

### *Instructional Information Mailings*

Each month adjunct faculty are sent relevant instructional information. This includes such publications as "The Adjunct Mentor", timely "Innovation Abstracts", the Maricopa Community College District's quarterly publication "Faculty Notes", handbook updates, and other items of interest or importance. Examples of several of these items are included in Appendix D.

Faculty have indicated that they really appreciate these regular mailings. Because work demands and other priorities often preclude many from attending the workshops, these mailings are an additional way for them to receive timely information regarding instructional issues and methodologies.

## THE ADMINISTRATIVE DIMENSION

Administrative efforts have focused on the development of systems and procedures to maximize teaching opportunities for adjunct faculty, facilitate their interaction with the college and provide them with the essential information they need for a successful teaching experience.

### *Faculty Data Base*

Of particular importance is the new Faculty Data Base which has significantly streamlined the entire staffing process, from initial contact to class assignment. In the past, each Rio Salado area kept lists of potential faculty. Individuals interested in teaching for more than one area of Rio Salado had to contact each area separately. Now, one contact with any area office is sufficient to insure inclusion in the Data Base and consideration for future teaching assignments.

The data base was created by Gary Novak, Supervisor of Rio Salado's Information Processing Center. It was written using FOCUS and is maintained on the RIO VAX. The data base is very "user friendly" and is available to authorized users through their electronic mail accounts. It contains the names and 33 other items of information about individuals who are currently certified and interested in teaching for Rio Salado. Through a series of interactive reports, those responsible for staffing classes can select individuals based on teaching subject, preferred teaching locations, preferred times of day, etc... At the present time the data base contains information on over 1500 potential adjunct faculty.

Information for additions and updates to the data base is provided by the area offices. Special forms requesting more detailed information are sent to adjunct faculty for completion. Appendix E contains forms and procedures used in conjunction with the data base.

This resource has been used extensively and has already proven itself invaluable for locating qualified instructors in a timely manner. The data base has also increased the availability of faculty information for mailings, lists of current faculty, the identification of current faculty in specific disciplines, and the generation of faculty utilization reports.

***Adjunct Faculty Handbook***

Current wisdom has it that handbooks are a "necessary evil", produced, disseminated and subsequently gathering dust on numerous bookshelves. Because Rio Salado's faculty are so widely dispersed throughout 9,200 square miles and have limited contact with the College, the importance of the Adjunct Faculty Handbook for communicating vital administrative and instructional information cannot be overemphasized.

In light of this, the handbook was recently completely revised both in form and content. The new version was designed and developed by Betsy Frank, Administrative Assistant in Rio's Instructional Technology Area. It is concise, complete and easy to read. The loose leaf format provides flexibility for timely changes, additions, updates, etc... It is designed to be used by faculty as a teaching/information resource.

The Handbook is divided into 5 sections, with one section devoted exclusively to preparation of the course syllabus, the foundation for effective course development. Another is dedicated to instructional techniques and methodologies. Faculty are encouraged to add to this section information they receive from their discipline specialist and in the monthly Instructional Information mailings sent by Adjunct Faculty Staffing and Development.

## THE LOGISTICAL DIMENSION

Considering the wide variety of teaching environments and locations in which Rio Salado's classes are offered, providing the necessary tools for effective teaching and learning remains one of our greatest challenges.

The needs of adjunct faculty for logistical support are being examined through the identification of specific classroom needs and other support requirements. Methods to expand the availability and delivery of services such as media services, information processing support and print services are being explored.

Extensive use of the inter-campus mail system allows us to send materials to any of our area offices for access by adjunct faculty. Rio's Media Services Department creates and disseminates general information as well as discipline specific information about the holdings in our professional library.

Although Rio Salado does not have a campus or library facility, all adjunct faculty teaching for us have privileges at any of the campus-based colleges in the Maricopa Community College District. They also have access to the on-line card catalog system through terminals at Rio's main office and all the area offices.

## AFTERWORD

Colleges throughout the country are increasing their utilization of adjunct faculty. Many of the issues faced by Rio Salado with regard to insuring instructional excellence are common.

Although most colleges have professional development programs for full-time faculty, few appear to either include adjunct faculty in these efforts or have a program specifically designed to meet the needs of this group of instructors. It is hoped that this program overview will provide useful information and ideas to assist in adjunct faculty development.

Rio Salado has long recognized the experience, expertise and excellence that our adjunct faculty bring to our classes. We believe that our Adjunct Faculty Staffing and Development Program will continue to allow us to develop this very valuable instructional resource, and make the most effective use of our adjunct faculty's talents, skills and abilities.

Prepared by:

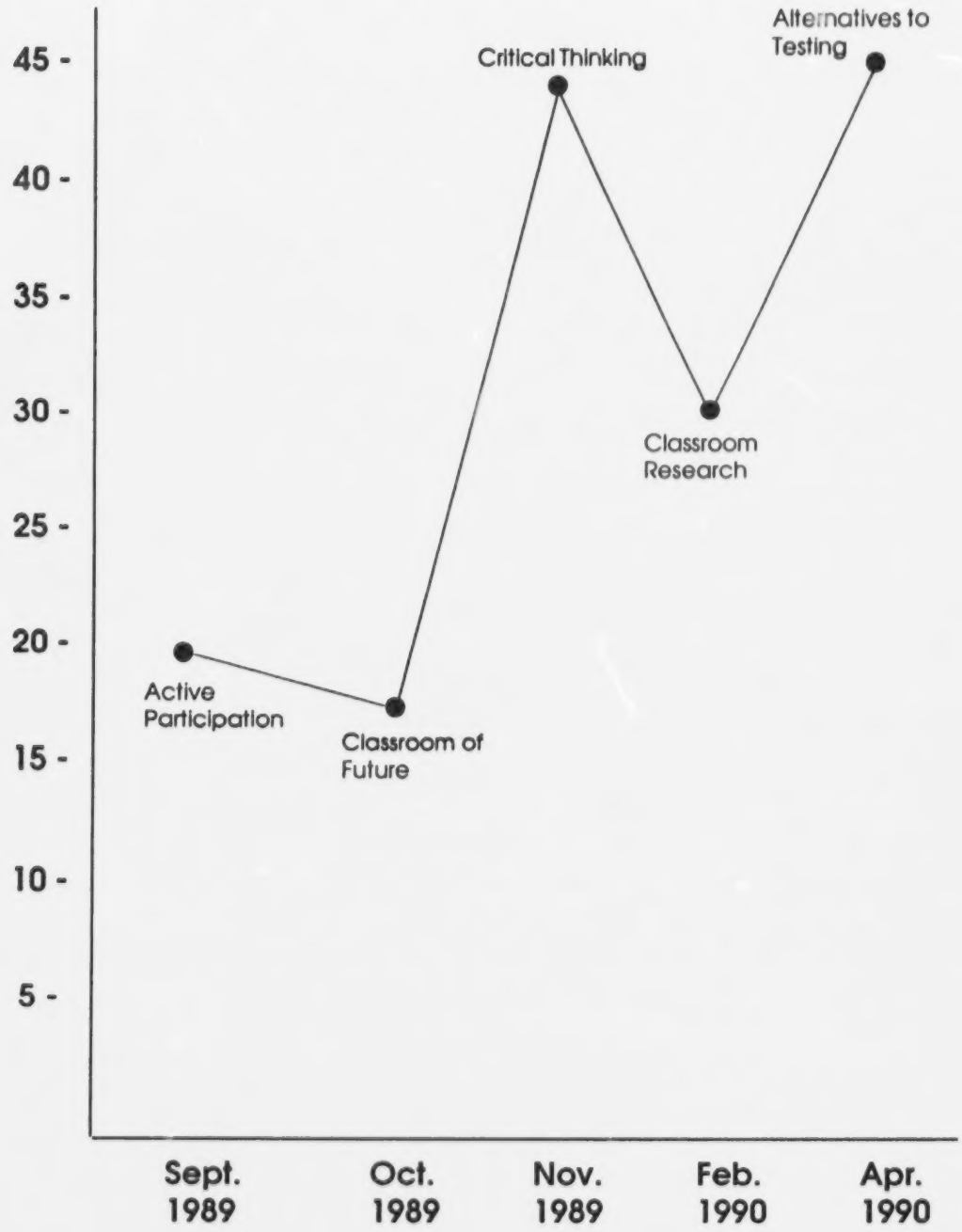
Pam Walter, Coordinator
Adjunct Faculty Staffing and Development Program
Rio Salado Community College

September, 1990

# APPENDIX A

# Instructional Workshops

# WORKSHOP ATTENDANCE



# INSTRUCTIONAL EXCELLENCE WORKSHOP

*Did They Learn What You Taught....*
*And*
*How Can You Tell?*

***Tuesday - February 27, 1990 - 6:00 - 8:00pm***

**Paradise Valley Mall Center - Room 205**
**Overlooking Café Paradise**
**(Northwest Corner - Cactus & Tatum)**
**(Inside Paradise Valley Mall)**

*Learn:* 3 ways to assess learning in 3 minutes or less.
when to shift gears.
that CAT is not just a 4-legged critter.

*Schedule:*

| | |
|---|---|
| 6:00 - 7:00 pm | Workshop |
| 7:00 - 8:00pm | Discipline meetings in Café Paradise for COMMUNICATION, MATH, SCIENCES, ENGLISH, HUMANITIES, MANAGEMENT, BUSINESS, SOCIAL SCIENCE |

☞ SIGN UP NOW BY CALLING THE 24-HOUR RSVP LINE - 223-4222



**Example of Postcard Mailing for Instructional Excellence Workshops**

# 1990-91

# SCHEDULE OF WORKSHOPS, ASSEMBLIES AND OTHER IMPORTANT EVENTS FOR ADJUNCT FACULTY

RIO SALADO
COMMUNITY COLLEGE

## 1990 CALENDAR

**September 1990**

| SU | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8✓ |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17✓ | 18✓ | 19✓ | 20✓ | 21 | 22✓ |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | |

**September 8**
Saturday

**Keys to Instructional Excellence: A Seminar in the Essential Skills of Instruction**
8:00 a.m. - 12:00 p.m. Rio Main - Guadalupe Room

**September 17**
Monday

Classroom Research Workshop: How Can I Tell If They Are Really Learning?
6:00 p.m. - 9:00 p.m. Roosevelt Center - Classroom

**September 18**
Tuesday

**Workforce 2000: Learning to Manage Your Multi-Cultural Environment**
6:00 p.m. (Buffet) 7:00 p.m. (Workshop)
Doubletree Suites Hotel

**September 19**
Wednesday

International Teleconference
**Teleconferencing Techniques & Applications**
5:00 p.m. - 6:00 p.m.

**September 18, 20, 22**
Tuesday, Thursday and Saturday

**Techniques for Instructional Excellence: A Hands-On Workshop on the Essential Skills of Instruction**
Tuesday and Thursday 6:00 p.m. - 9:00 p.m.,
Saturday 8:00 a.m. - 2:00 p.m. Rio Main - Guadalupe Room

**October 1990**

| SU | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10✓ | 11 | 12 | 13 |
| 14 | 15✓ | 16 | 17✓ | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

**October 10**
Wednesday

Instructional Excellence Workshop
**Different Strokes for Different Folks: Learning Styles in Your Classroom**
6:00 p.m. - 8:00 p.m. Westridge Mall

**October 15**
Monday

**Keys to Instructional Excellence: A Seminar in the Essential Skills of Instruction**
5:30 p.m. - 9:30 p.m. Rio Main - Guadalupe Room

**October 17**
Wednesday

International Teleconference
**Design of Materials**
5:00 p.m. - 6:00 p.m.

**November 1990**

| SU | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10✓ |
| 11 | 12 | 13 | 14✓ | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

**November 10**
Saturday

Instructional Excellence Mini-Conference:
**How to Encourage the Learning Process (HELP): Practical Techniques for Identifying and Helping the Under-prepared Student**
8:00 a.m. - 12:30 p.m. Area East Center

**November 14**
Wednesday

International Teleconference
**Assumptions About Student Learning**
5:00 p.m. - 6:00 p.m.

## Faculty Assemblies

**January 3**
Thursday
Hilton Pavilion

**January 7**
Monday
Howard Johnson Plaza Hotel

**January 8**
Tuesday
Crescent Hotel

**January 26**
Saturday
**Keys to Instructional Excellence: A Seminar in the Essential Skills of Instruction**
8:00 a.m. - 12:00 p.m. (location to be announced)

**January 29**
Tuesday
**Classroom Research Workshop: How Can I Tell If They Are Really Learning?**
6:00 p.m. - 9:00 p.m. (location to be announced)

**February 4, 6, 9**
Monday, Wednesday, & Saturday
**Techniques for Instructional Excellence: A Hands-On Workshop on the Essential Skills of Instruction**
Monday and Wednesday 6:00p.m. - 9:00 p.m.,
Saturday 8:00 a.m. - 2:00 p.m. (location to be announced)

**February 11**
Monday
Instructional Excellence Workshop
**"What's Gonna Be On The Test?" Practice in Writing Effective Test Questions**
6:00 p.m. - 8:00 p.m. (location to be announced)

**February 20**
Wednesday
**Keys to Instructional Excellence: A Seminar in the Essential Skills of Instruction**
5:30 p.m. - 9:30 p.m. (location to be announced)

**Date to be Announced**
International Teleconference
**Staff Development Issues**
5:00 p.m. - 6:00 p.m.

**April 9**
Tuesday
Instructional Excellence Workshop
**Shifting Gears: Keeping the Brain Engaged During Long Classes**
6:00 p.m. - 8:00 p.m. Paradise Valley Mall Center

**Date to be Announced**
International Teleconference
**Assessment/Evaluation**
5:00 p.m. - 6:00 p.m.

**May 18**
Saturday
**Rio Salado: Celebration of Excellence**
(location to be announced)

**Date to be Announced**
International Teleconference
**Case Study: Bringing it all Together**
5:00 p.m. - 6:00 p.m.

## 1991 CALENDAR

**January 1991**

| SU | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3✓ | 4 | 5 |
| 6 | 7✓ | 8✓ | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26✓ |
| 27 | 28 | 29✓ | 30 | 31 | | |

**February 1991**

| SU | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4✓ | 5 | 6✓ | 7 | 8 | 9✓ |
| 10 | 11✓ | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20✓ | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

**March 1991**

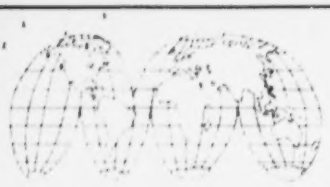
| SU | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**April 1991**

| SU | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9✓ | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

**May 1991**

| SU | M | T | W | Th | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18✓ |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |



## CONFERENCE WITH YOUR COLLEAGUES IN AUSTRALIA AND NEW ZEALAND!

Discuss important issues in teaching and learning with instructors in various cities in Australia and New Zealand. Six sessions in the coming academic year will provide you with a unique opportunity to share experiences and ideas with faculty half way around the world.

| | |
|---|---|
| **September** | *Teleconferencing Techniques and Applications*<br>Hosted by: Rio Salado |
| **October** | *Design of Materials*<br>Hosted by: Southland Polytechnic - Invercargill, New Zealand |
| **November** | *Assumptions About Student Learning*<br>Hosted by: Monash University - Melbourne, Australia |
| **March** | *Staff Development Issues*<br>Hosted by: Monash University - Melbourne, Australia |
| **April** | *Assessment/Evaluation*<br>Hosted by: Ballarat University College - Ballarat, Australia |
| **May** | *Case Study: Bringing it all Together*<br>Hosted by: Department of Technical and Further Education - Adelaide, Australia |

☎ Participation is as easy as dialing your telephone from home or office! You may also participate with a group by teleconferencing from one of Rio Salado's area offices.

Space on the Teleconferencing bridge is limited so call 223-4202 to reserve your place and receive additional information and advance materials for each session.

*Participation in all the sessions is encouraged, however, you are welcome to join in any that meet your special area of interest.*

## Maricopa Community College District Lodestar Presentations

**October**

- Planning Multiple Tasks
- Choreographing Black Issues Through Dance
- Young Scholars at Risk

**January**

- Metacognition: Critical Issues in Developmental Education/Classroom Learning

**Early Spring**

- Fast Forward: Linking Learner, Teacher and Data

*Additional information regarding dates, times and locations will be sent prior to each event.*

## INSTRUCTIONAL EXCELLENCE WORKSHOPS (See the complete calendar for dates, times and locations)

| | |
|---|---|
| **October** | *Different Strokes for Different Folks: Learning Styles in Your Classroom* |
| **November** | Mini-Conference<br>*How to Encourage the Learning Process (HELP): Practical Techniques for Identifying and Helping the Under-prepared Student* |
| **February** | *"What's Gonna Be On The Test?" Practice in Writing Effective Test Questions* |
| **April** | *Shifting Gears: Keeping the Brain Engaged During Long Classes* |

# APPENDIX B

# Adjunct Faculty Observation

RIO SALADO
COMMUNITY COLLEGE

# ADJUNCT FACULTY OBSERVATION

Instructor:_____ Rio Salado Area:_____

Course:_____ Course Title:_____ Section #:_____

Date of Observation:_____ # of Students Present:_____

## I. Effectiveness of Instruction

A. Introduction -

- O (2) Effective
- O (1) Evident
- O (0) Excluded

B. Focus on Topic -

- O (2) Effective
- O (1) Evident
- O (0) Excluded

C. Assessment/Adjustment of Learning -

- O (2) Effective
- O (1) Evident
- O (0) Excluded

D. Content Summary -

- O (2) Effective
- O (1) Evident
- O (0) Excluded

## II. Level of Instruction -

- O (0) Higher than appropriate
- O (2) Appropriate
- O (0) Lower than appropriate

## III. Observation Summary -

_____%
of
Effectiveness

Observer: Name_____ Date:_____

Signature_____

Instructor: Signature_____ Date:_____

White & Pink Copies: Area Office Yellow Copy: Instructor

RIO SALADO
COMMUNITY COLLEGE

# ADJUNCT FACULTY SELF-ASSESSMENT

Instructor:_____ Rio Salado Area:_____

Course:_____ Course Title:_____ Section #:_____

Number of sessions taught for Rio:_____ Number of times taught this course:_____

Please respond to the following questions, using additional pages if necessary.

1. **How do you plan the content and learning objectives for each class session?**

2. **How do you implement your teaching plan for each class session? (e.g. methods of presentation, classroom activities, audio/visual aids, etc...)**

3. **How do you assess the effectiveness of your teaching and your students' learning? What methods do you use in each class session and during the term to determine your students' level of understanding of the material? How do you adjust your teaching plan based on your assessment?**

4. **What circumstances/conditions affected your teaching of this class, either positively or negatively? (e.g. the level of preparedness of your students, classroom facilities/equipment, the textbook, timing & length of class meetings, etc...)**

5. **How do you keep yourself current both in your field of study and in effective teaching and learning strategies? (e.g. Instructional Excellence Workshops, professional workshops, trade journals, etc...)**

Signature of Instructor_____ Date:_____

White & Pink Copies: Area Office Yellow Copy: Instructor

# RIO SALADO COMMUNITY COLLEGE
# OBSERVATION OF INSTRUCTION

## *Guidelines for Observers*

Beginning Fall Semester 1990, Rio Salado's Adjunct Faculty observations will focus on four keys to instructional excellence. The skills recognized as essential for effective teaching and learning are:

Introduction
Focus on Topic
Assessment & Adjustment
Content Summary

**The Observation Process**

The Adjunct Faculty Observation process uses two forms:

Adjunct Faculty Observation & Adjunct Faculty Self-Assessment

As you look at the new "Adjunct Faculty Observation" form you will see that the format is completely narrative. **Your written comments, therefore, will be extremely important for an effective observation. Your comments should include specific examples of what you observed, and if improvement is needed, specific ways it may be achieved.** The elements of the observation are discussed on the following pages.

The "Adjunct Faculty Self-Assessment" form is completed by the instructor and becomes part of the observation. You may send this form to the instructor in advance so that he/she may complete it prior to your observation. An alternative is to give the self-assessment form to the instructor when you conduct your observation and then review it during your follow-up meeting to discuss observation outcomes. The method you select may vary depending upon the location of the class and the ease or difficulty you may have in getting together with the instructor for the follow-up meeting.

It is very important that you review the self-assessment with the instructor. A single observation of a class session will not always give you all the information you need. The self-assessment will give you additional information that may not be observable during your class visit.

After you have completed your observation and follow-up discussion with the instructor, **send** both the white and pink copies of the "Adjunct Faculty Observation" and "Adjunct Faculty Self-Assessment" forms to the appropriate area office as soon as possible. (Be sure that both you and the instructor have signed the forms where required.)

## INTRODUCTION

To introduce each session or new topic, the instructor should:

- connect it with previous knowledge or experience, such as material covered in a prior class session,
- review objectives from the previous lesson,
- make active participants of the students; ask some exploratory questions about what they already know about the topic or the goals he/she intends to accomplish.

You will be looking for an effective introduction that "sets the stage" for the class session, helps students focus their attention on the topic and learning objectives, forms the context for the new information and provides the students with a sense of direction.

## FOCUS ON TOPIC

The instructor should communicate the objectives. These might be presented on a handout, the board, or on a transparency. It is important for students to see lesson objectives as well as hear them.

Some specific aspects of instruction you may want to observe are:

Presentation and discussion

Are objectives focused on the topic?

Is the content presented in a variety of ways which encourage student participation and accomodate a variety of learning styles?

Does the instructor speak audibly and clearly?

Does the instructor control discussion and keep it focused on the topic?

Does the instructor digress or allow the students to digress from the topic?

Classroom activities

Do classroom activities contribute to a better understanding of the topic and to meeting the learning objectives for the session?

Learning Objectives

Are they clear and can they be discerned from the information presented?

## ASSESSMENT/ADJUSTMENT OF LEARNING

To make sure students are "getting it", that they are learning what was planned, the instructor should get feedback frequently during the class session. This feedback could include:

- a brief (3-minute) small group discussion of what they've learned (while the instructor circulates and listens for misinterpretation or misunderstandings),
- relevant discussion questions that will evoke a variety of answers,
- a 3-minute memo before the break, or
- an activity that involves applying the concepts that have been taught.

Some specific aspects of instruction you may want to observe are:

Does the instructor periodically monitor student understanding of the material?

Based on the responses by the students, does the instructor adjust the pace or delivery of the content to affect understanding and clarify the material?

Is the instructor aware of questions, reactions and confusion by students?

Does the instructor have frequent interaction with the students that will encourage participation and facilitate feedback?

Do the students appear willing to ask questions and express opinions?

## CONTENT SUMMARY

At the end of a class, most instructors summarize what they taught during the session. What the students have learned may not be what the instructor has taught. Students may be either unaware of the misunderstanding or unwilling to ask for clarification. To ensure understanding students should be involved in summarizing the content and bringing the concepts together.

Students can summarize what they've learned by such methods as: individual volunteer comments, statements composed by small groups, or written entries into class notes that are then shared with the class.

The most important aspect of summarizing instructional content is for the instructor to actively involve the students, rather than simply supplying them with a verbal summary.

## LEVEL OF INSTRUCTION

As an observer, you need to make a judgement as to the level of instruction. It should be appropriate for a lower-division college-level course. It should be neither too advanced nor at a level below its course designation.

## OBSERVATION SUMMARY

This section provides you with the opportunity to summarize the instructor's strengths and those areas in which additional work/improvement is required. This would also be the appropriate place to address other aspects of instruction, such as:

the quality of the course syllabus,

the grading criteria for the course,

the instructor's use of class time,

any effective/ineffective behaviors or mannerisms of the instructor which may either enhance or detract from effective instruction,

the instructor's style of delivery,

and any other pertinent aspects of instruction you may have observed.

## SCORING THE OBSERVATION

Scoring your observations in the "Effectiveness of Instruction" section uses the following scale for each instructional skill:

| | | |
|---|---|---|
| Effective | 2 points | The instructor demonstrates the effective use of the skill. |
| Evident | 1 point | The instructor demonstrates some knowledge of the required skill, but his/her application of it needs some improvement. |
| Excluded | 0 points | You did not observe the instructor using this instructional skill at all. |

The scale used for "Level of Instruction" is self-explanatory, with 2 points being awarded only if the instruction is at the appropriate level.

<u>% of Effectiveness - Observation Summary</u>

This summary score is computed by adding the points awarded in the preceeding 5 elements of the observation. That number is then multiplied by 10 and expressed as "% of Effectiveness."

**Example:**

2 Effective Introduction
2 Effective Focus on Topic
1 Evident Assessment/Adjustment of Learning
1 Evident Content Summary
2 Appropriate Level of Instruction
---

TOTAL = 8 x 10 = 80% of Effectiveness

# APPENDIX C

# Course Evaluation by Students

# Course Evaluation by Students

Forms

Scantron form custom designed for Rio Salado

Scanner

Scantron 1200

Software

For scanner: PARSystem
Student Evaluation of Instruction
Economics Research, Inc.

For reports: Special program designed by
Vance Williams,
Computer Supervisor for Rio Salado

ParSURVEY

# SEI Module User Manual

Version 3.0

Student Evaluation of Instruction

Produced by: Economics Research, Inc., Costa Mesa, California 92626

Design and Programming Team: Ralph F. Lewis and John R. Lucas

Programmer: John R. Lucas

Documentation: Ralph F. Lewis

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# RIO SALADO COMMUNITY COLLEGE

## COURSE EVALUATION

INSTRUCTOR'S NAME: _____

SEMESTER: FALL _____ SPRING _____ SUMMER _____

PLEASE USE THE BACK OF THIS FORM FOR ADDITIONAL COMMENTS AND SUGGESTIONS.

THANK YOU!

**IMPORTANT:**

USE NO. 2 PENCIL ONLY

- EXAMPLE: ○9 ○8 ● ○6 ○5
- ERASE COMPLETELY TO CHANGE

**COURSE NUMBER**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ○A | ○A | ○A | ○0 | ○0 | ○0 | ○A | ○A |
| ○B | ○B | ○B | ○1 | ○1 | ○1 | ○B | ○B |
| ○C | ○C | ○C | ○2 | ○2 | ○2 | ○C | ○C |
| ○D | ○D | ○D | ○3 | ○3 | ○3 | ○D | ○D |
| ○E | ○E | ○E | ○4 | ○4 | ○4 | ○E | ○E |
| ○F | ○F | ○F | ○5 | ○5 | ○5 | ○F | ○F |
| ○G | ○G | ○G | ○6 | ○6 | ○6 | ○G | ○G |
| ○H | ○H | ○H | ○7 | ○7 | ○7 | ○H | ○H |
| ○I | ○I | ○I | ○8 | ○8 | ○8 | ○I | ○I |
| ○J | ○J | ○J | ○9 | ○9 | ○9 | ○J | ○J |
| ○K | ○K | ○K | | | | ○K | ○K |
| ○L | ○L | ○L | | | | ○L | ○L |
| ○M | ○M | ○M | | | | ○M | ○M |
| ○N | ○N | ○N | | | | ○N | ○N |
| ○O | ○O | ○O | | | | ○O | ○O |
| ○P | ○P | ○P | | | | ○P | ○P |
| ○Q | ○Q | ○Q | | | | ○Q | ○Q |
| ○R | ○R | ○R | | | | ○R | ○R |
| ○S | ○S | ○S | | | | ○S | ○S |
| ○T | ○T | ○T | | | | ○T | ○T |
| ○U | ○U | ○U | | | | ○U | ○U |
| ○V | ○V | ○V | | | | ○V | ○V |
| ○W | ○W | ○W | | | | ○W | ○W |
| ○X | ○X | ○X | | | | ○X | ○X |
| ○Y | ○Y | ○Y | | | | ○Y | ○Y |
| ○Z | ○Z | ○Z | | | | ○Z | ○Z |

**SECTION #**

| | | | |
|---|---|---|---|
| ○0 | ○0 | ○0 | ○0 |
| ○1 | ○1 | ○1 | ○1 |
| ○2 | ○2 | ○2 | ○2 |
| ○3 | ○3 | ○3 | ○3 |
| ○4 | ○4 | ○4 | ○4 |
| ○5 | ○5 | ○5 | ○5 |
| ○6 | ○6 | ○6 | ○6 |
| ○7 | ○7 | ○7 | ○7 |
| ○8 | ○8 | ○8 | ○8 |
| ○9 | ○9 | ○9 | ○9 |

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE | NOT APPLICABLE |
|---|---|---|---|---|---|
| 1. The goals & objectives for each class meeting were clear. | ○4 | ○3 | ○2 | ○1 | ○0 |
| 2. The instructor used class time efficiently and effectively. | ○4 | ○3 | ○2 | ○1 | ○0 |
| 3. The instructor used a variety of techniques to present the material. | ○4 | ○3 | ○2 | ○1 | ○0 |
| 4. The instructor summarized or helped students summarize main points. | ○4 | ○3 | ○2 | ○1 | ○0 |
| 5. The instructor gave feedback on papers/exams or during activities. | ○4 | ○3 | ○2 | ○1 | ○0 |
| 6. When students seemed confused, the instructor clarified the material. | ○4 | ○3 | ○2 | ○1 | ○0 |
| 7. Students had ample opportunity to ask questions or share opinions. | ○4 | ○3 | ○2 | ○1 | ○0 |
| 8. Tests/assignments/activities reflected important aspects of the course. | ○4 | ○3 | ○2 | ○1 | ○0 |
| 9. The instructor stimulated me to think critically about the material. | ○4 | ○3 | ○2 | ○1 | ○0 |
| 10. Please see the board or handout for this question. | ○4 | ○3 | ○2 | ○1 | ○0 |

Did the syllabus for this course include:

| | YES | NO | NOT APPLICABLE |
|---|---|---|---|
| 11. ... topic and assignments for each class meeting? | ○Y | ○N | ○NA |
| 12. ... a clear grading policy? | ○Y | ○N | ○NA |
| 13. ... a clear attendance policy? | ○Y | ○N | ○NA |
| 14. ... clear goals and objectives for the course? | ○Y | ○N | ○NA |
| 15. Were the goals and objectives for the course met? | ○Y | ○N | ○NA |
| 16. Was the textbook satisfactory? | ○Y | ○N | ○NA |
| 17. Please see the board or handout for this question. | ○Y | ○N | ○NA |

| | EXCELLENT | VERY GOOD | GOOD | FAIR | POOR |
|---|---|---|---|---|---|
| 18. The instructor's knowledge of the subject was | ○5 | ○4 | ○3 | ○2 | ○1 |
| 19. Overall this instructor was | ○5 | ○4 | ○3 | ○2 | ○1 |
| 20. Overall this course was | ○5 | ○4 | ○3 | ○2 | ○1 |
| 21. Please see the board or handout for this question. | ○5 | ○4 | ○3 | ○2 | ○1 |

22. Which of the following BEST describes the reason you took this course?
    A - Meet degree requirements C - Personal interest/satisfaction
    B - Transfer course to 4-year school D - Improve job skills

○A ○B ○C ○D

23. Did this course help you accomplish this?

| YES | NO |
|---|---|
| ○Y | ○N |



FEED THIS DIRECTION

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This space is provided for you to make additional comments/suggestions. If you are referring to a specific question on the front of this page, please indicate the question number. Feel free to comment on areas not covered by the questions, such as:

Classroom Environment, Class Locations, Course Offerings
Suggestions for future semesters -- courses, times, locations, etc. .....

COMMENTS

# APPENDIX D

# Instructional Information Mailings

RIO SALADO
COMMUNITY COLLEGE

# TUITION WAIVER FOR ADJUNCT FACULTY!

The Community College Board recently approved tuition waiver privileges for adjunct faculty in the Maricopa Community College District.

## How many credits can be waived?

You may request waiver of tuition for up to 6 credit hours in any semester in which you are teaching.

## How do you do this?

**Step 1:** Complete the "Tuition Waiver Request" form. (Either use the one enclosed or request one from the Rio Salado area office for which you are teaching.)

**Step 2:** Have the "Request" approved by the Associate Dean in the area office for which you are teaching.

**Step 3:** Register for your course(s). To register for a course at Rio Salado, simply call 223-4001.

**Step 4:** When you receive your bill, send it to the Cashier's office along with all copies of the "Tuition Waiver" form in the envelope provided with your bill.

**If you have any questions, please contact your Area Office.**

THE ADJUNCT MENTOR

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*"Discovery consists of looking at the same thing as everyone else and thinking something different."*
*—Albert Szent-Györgyi*

*Dedicated to the vital work of Part-time, Full-time faculty, and Teaching Assistants.*

# Teaching with Intentionality—Fundamental for Success

Teaching with Intentionality is a fundamental characteristic of effective instructors who make a positive difference in student achievement!

This past spring I served as a member of a research team that sought to answer the question, "What are some of the best approaches to successfully teaching Limited English Speaking (LEP) students?" Our team visited several colleges and secondary schools from New York to Los Angles, and it was apparent that at the program level, each institution had developed a unique approach to educating this special population. However, at the classroom level it seemed that the most effective instructors all shared a common teaching strategy. They all taught with intentionality. By intentionality I mean that the teacher takes positive control of the learning process by performing a course outcome analysis, adapting instructional methods and materials to the students' capabilities, and purposefully selecting learning activities that best facilitate the students' achievement of the course objectives.

**Performing an Outcome Analysis**

Top instructors usually begin course planning by analyzing their teaching job in terms of what they want to accomplish in their classes. This analysis defines for these instructors the minimum knowledge, skills and attitudes that should be gained by each student during the course. Once these fundamental outcomes are identified, the instructor formalizes them as a progression of written learning objectives. This hierarchy is based on the instructor's belief about what is most important to learn and the proper sequence to learn it. These objectives are also used to clearly communicate achievement expectations to students.

For many instructors, analyzing learning outcomes is a crucial first step in developing a plan for their course, and through the process of developing and writing down learning objectives they take positive control of the learning environment. They know that good course preparation requires more than merely preparing to talk about a subject.

The students benefit from an outcome analysis in three ways. First, they know exactly what learning is

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***THE ADJUNCT MENTOR*** offers every faculty member training critical to enhancing the faculty members' classroom performance. This training monthly is designed for faculty in all instructional divisions. We view Part-Time faculty and Teaching Assistants as essential members of the college instructional team whose work deserves positive recognition and nurture. The reader feedback section accepts articles from readers across the nation networking together individual efforts to improve collegiate instruction.

***THE ADJUNCT MENTOR***,
Reader Response,
6 Clover Leaf Ct.,
Savoy, IL 61874.
217-356-6651



expected of them during the course. Second, the class feels organized because the learning starts at an appropriate level and ends at an appropriate level. And finally, the students gain the satisfaction of striving for and achieving specific, clearly communicated learning goals.

Incidentally, if you have ever completed a course and wondered, "What have I learned?", you know what it feels like to enroll in a course that lacks the underlying support structure of well-thought-out learning objectives.

**Knowing Capabilities**

The second characteristic of these teachers is that they plan for the students' success from the beginning by making an effort to determine their students' entry level skills and knowledge. For example, in classes that serve LEP students these instructors, working with their college's assessment program staff and English as a second language (ESL) faculty, determined both the English and the native language ability of their students.

Going one step further, outstanding instructors prefer to verify this formal assessment information with their own quick check of their students' skills and abilities during the first or second class meeting. This quick check can be accomplished in several ways. For instance, by having students introduce themselves during the first class session, the teacher develops a feel for their oral language ability. Written language ability is checked by asking students to explain in a few sentences on a note card why they are taking the course and what their career goals are. A check of subject vocabulary results when the teacher asks students to describe what experience they have already had with the subject in previous courses or on the job. Once obtained, this valuable information is used to modify the original learning activities so that they are matched to the students' skill and knowledge level.

**Activities with a Purpose**

The third characteristic of intentionality is purposefully selecting learning activities. Effective instructors screen learning activities scheduled for each class session in terms of how effectively they help students achieve learning objectives. The result of carefully matching learning activities to outcomes is a substantial increase in the effectiveness of class time. In addition, both instructor and students leave class meetings with a bolstered sense of accomplishment and satisfaction.

Performing an outcome analysis, adapting to student capabilities and purposefully selecting activities is teaching with intentionality. And that means teaching for success—yours and your students! For maximum benefit put these planning principles into practice as early as possible each semester.

(by J. Shrawder, Pentronics Publishing)

# Switching to an "Outcome-based" Approach

## *Super Ideas Contest Winner*



### Congratulations!

by
*Francis C. Ramsey*
Adjunct Instructor
Community College of the Finger Lakes
Lincoln Hill/Canandaigua,
New York

Last year I had the unique opportunity of teaching the same students for two successive semesters in two successive classes: Teacher Assistant I and II. This afforded me the chance to try different approaches and methods with the same group and to compare the effectiveness of those methods.

Since I was an adjunct instructor teaching adult women ranging in ages from 22-50, most of whom worked full time, had little or no college experience and had family obligations in addition to taking college courses, I was confronted with a multitude of challenges. First and foremost was the problem of how to make the mass of available information useful to them so that they would be prepared to meet the demands placed on them as teacher assistants. And all this had to be accomplished in two semesters - only 90 hours of class time!

During the first semester I used a relatively traditional approach: read, lecture, discuss and test. Many guest speakers, experts in a particular educational area, were invited to make a presentation to the class. Almost every class session had one meaningful activity incorporated into the lesson.

However, during the second semester I decided to use a more outcome-based approach. The decision to do this was based on my own knowledge and experience, as well as on the results of the students' constructive criticism and evaluation.

During the last class period of the first semester, I gave basic information to the students in regard to requirements for the second semester. This was done so that they would have time to contact school districts and make arrangements for observations and on-the-job practice positions.

Then during the first class of the second semester, the entire course outline was presented. It was at this time that I explained the rationale for the approaches and methods we would be using. I began with the statement that we can all learn from each other. Instead of a class with one teacher and 22 students, we would be a class of 23 teacher-learners. My underlying premise (and belief) was that learning is a continuum and we each would begin where we were and from that point, helping each other to achieve the highest level attainable.

A number of techniques and methods were used during this semester. Among them were the following: oral reports, written reports, group reports, cooperative team learning and demonstration of knowledge and skill. A favorite technique was to discuss assigned readings with a partner or within a team or group, develop pertinent questions, answer them and then use them as a basis to teach others what was relevant. This proved to be an excellent review method as well.

Options were given regarding due dates for teacher observations and school aiding. Choices were given in long-range assignments. Students were encouraged, but not required, to branch out from their "safe strengths" to do work in an area in which they were "weak."

Almost every activity or assignment contained some form of self-assessment so that the student judged herself against herself: current vs. prior knowledge or skill.

The term project was to do research in an area that would be useful to the student in her current employment, or in the job to which

**The Adjunct Mentor** August 1990

*"Teaching in this manner required considerably more time and effort. ... However, the results were well worth the effort."*

she aspired, or on a topic of high interest to her. The results were far-ranging, with topics such as Attention Deficit Disorder, Use of the Computer in Elementary Classrooms, Lack of Social Services in the School System, A Comparison of Whole Language to More Traditional Language Arts Instruction and Providing Nutritional Information to WIC Recipients. Providing options allowed the students to gather information that was relevant and useful to them, rather than to satisfy the demands of the instructor.

Conferences were scheduled with each student regarding her assignments, both short-range and long-range. Special attention was given to the research topic and educational article reviews, as well as to the classroom observations and participation. No grades were given on any assignment or test until the student felt that she was ready for the work to be graded.

Despite the fact that letter grades had to be given at the end of the semester, the students felt that they were the decision makers in the determination of that grade. They could rethink, reassess, reread, rewrite until they, and I, thought they had achieved an appropriate and desired level of accomplishment.

Teaching in this manner required considerably more time and effort on the part of the instructor, as compared to a more traditional approach. However, the results were well worth the effort. In the final oral and written evaluations, students expressed themselves by making the following observations: had a more enjoyable time learning, feel more positive toward education, can readily adapt the methods to my students, more relaxed and less fearful of failure, concerned more about "learning" and less about the "grade," different methods allowed us to use our strengths, learned to accept opinions and experiences of others, looked at learning from a different perspective, variety of methods was more interesting, grew in what I knew, sharing ideas and learning from others was fun and easier, more confident about what I can do and learned so much more this way!

The one consistent observation was that I expected a great deal of work from them and they did much more work than in the first semester. But, they also expressed how much more they had gained! It was true: high expectations had been set by them and by me. But together, as a team, we set goals, worked toward them and supported each other along the way. And not just in academics, but in personal ways as well: we saw each other through serious illness, moving, family separation, husband losing a job after 20+ years, etc.

We had functioned as a group of learners: each sharing, contributing, supporting and assisting the other members of the group. And by so doing, we had moved ourselves and others farther along the learning continuum.

## Note Card Script Adds Interest to First Class Meeting

**Looking for a novel way** to start that first class session? Try adapting a technique reported in the December 1989 issue of *Creative Training Techniques* that is used by some industry trainers. The method suggested is an excellent way to involve your students in your opening class activities and still get the necessary introductory material across.

Simply write out a couple of lines describing your course objectives, required materials, grading system, etc. on separate note cards or handout sheets. Prepare one or more of these information cards or sheets for each student you expect to attend your

first class meeting. Don't forget to number the cards in the sequence that you want the lines read.

Then after the normal introductions have been accomplished, distribute the cards to your students and request that each student read the information on the card. To be most effective, restrict the information on each card to several lines. This will prevent the activity from becoming boring if your students have poor reading skills or very soft voices. You can fill in the details as necessary.

Another variation of this activity is to use one side of the note card for the students to write their names and one interesting fact about themselves that they would like others in the class to know. After each student has done this, have the students exchange cards and then introduce the person named on their card before reading the course information. This activity will facilitate learning students' names as well as clarifying course goals, policies and procedures.

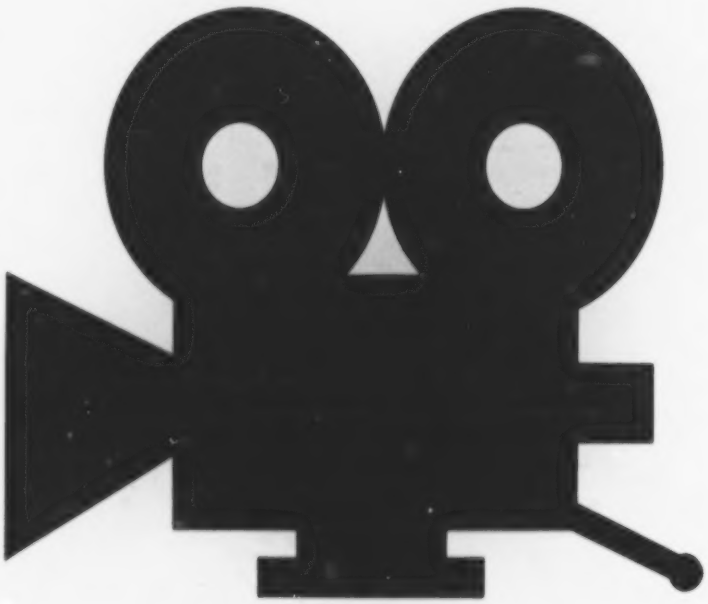
## Viewing Student Reactions...Instructive for Faculty

Have you ever wondered if what you think you said and what your students think you said are the same? If so, here's a way to determine how effectively you are communicating with your students. This method has been used successfully by several University of Illinois researchers studying instructional effectiveness in college classrooms. To use this technique you will need a video camera, a VCR, the cooperation of a student and the help of a camera operator.

**Procedure**

First, secure the permission of a student who is willing to be videotaped during your class session. Then instruct the camera operator to tape as much as possible of your presentation and this student's reaction to it. After the taping session, review the tape carefully and choose four or five specific segments of interest. Such segments might center around specific times that you interacted directly with the student, explained a specific concept or demonstrated a new method. Compose several different questions related to each instructional incident. For example, you might want to know what the student thought was the main point you were making at a specific time, or you could ask the student to rate the helpfulness of your demonstration and explain the evaluation. Ask the student questions that will give you as much feedback as possible concerning your teaching at the specific moment you choose.

Finally, play back the taped segments for your student to see. If you feel that your student would be uncomfortable analyzing the tape in your presence, ask a colleague to show the tape and ask the questions. A cassette tape recorder could be used to capture the student's responses if you do not participate in this debriefing portion. The culmination of all this effort comes as you compare



*"The culmination of all this effort comes as you compare your intentions with the student's perception of what you said, did or showed..."*

your intentions with the student's perception of what you said, did or showed during your class session. Of course, the student's characteristics will have a great effect on what you learn from this technique. It is best to select a student whose language, culture or level of academic skills could interfere with learning because little things that you say or do can cause this type of student major learning problems.

6

**Outcomes**

This method has been used at several institutions to gather information on teaching effectiveness. In all cases, this analysis system revealed important information. Several instructors were surprised to learn that what they intended to teach and what the student learned were two very different things. Participating teachers also learned a great deal about how they interact with students. For instance, one instructor learned how she unintentionally spent more time interacting with students who displayed the best language skills and very little with students who were learning English as a second language. Another instructor discovered that he unknowingly spoke more loudly, used broken English and used a parent-to-child tone of voice when teaching refugee and immigrant students.

(Article by Pentronics Publishing Staff)

# Grading the Easy Way

Large class? Multiple grading categories? Pressed for time? If you answer "yes" to any of these three questions, then you may want to investigate the advantages of developing a spreadsheet or purchasing a grading program for your computer.

There are two ways to transform your computer into a grading machine. If you have a spreadsheet program, you can design a spreadsheet to specifically match the characteristics of your grading system. Once constructed, it will automatically perform grading calculations as you enter scores and other data. If you are skilled at customizing spreadsheets and have adequate time to devote to the development process, this is the most economical way to computerize your grade book.

However, if your spreadsheet skills are limited, consider purchasing a shareware or commercial software grading program. The advantage of this approach is that the time required to get the program running reliably is reduced. The disadvantage is that you may have to adapt your

**Software Quick Review**

Mentor Rating: 4.0/5.0

Title: **Grade Machine for Macintosh™ Version 3.0**

From: Misty City Software
10921 129th Place N.E.
Kirkland, WA 98033
206-828-3107

Pros: Spreadsheet-like cell design for data entry, easy to set up, command key supported commands, sorting options, style feature allows designing customized reports.

Cons: No statical calculations included, limited report formatting capability, no attendance data allowed in records, limited to five assignment categories.

Cost: $49.95, plus $3.50 postage and handling. Also, special pricing for schools and school district purchase available.

Equip: Recommended memory size 384k, will run on 512K machines.

*Macintosh Grade Machine Program Data Entry Screen*

| Categories: | 1 Tests (50%) |
|---|---|
| 2 Homework (30%) | 3 Labs (20%) |
| 4 (0%) | 5 (0%) |

15

| # | Assignment | Pts Poss | Weight | Adjusted | Category |
|---|---|---|---|---|---|
| 1 | Homework 1 | 15 | 1.000 | 15 | 2 |
| 2 | Homework 2 | 10 | 1.000 | 10 | 2 |
| 3 | Lab 1 | 20 | 1.000 | 20 | 3 |
| 4 | Test Ch. 1 | 33 | 3.030 | 100 | 1 |
| 5 | Homework 3 | 10 | 1.000 | 10 | 2 |
| 6 | Lab 2 | 20 | 1.000 | 20 | 3 |
| 7 | Test Ch. 2 | 50 | 2.000 | 100 | 1 |
| 8 | Final Exam | 100 | 1.000 | 100 | 1 |

## Software Quick Review

Mentor Rating: 3.5/5.0

Title: **Grade Machine for IBM & Compatibles Version 2.3**

From: Misty City Software
10921 129th Place N.E.
Kirkland, WA 98033
206-828-31075

Pros: Logical design, simple commands and data entry screens, good report functions, very good documentation and tutorial.

Cons: Grade sheets designed around period system of scheduling courses used in secondary schools.

Cost: $49.95, plus $3.50 postage and handling. Also, special pricing for schools and school district purchase available.

Equip: IBM and compatibles.

grading system to the capabilities of the program.

Computerizing your grading system results in several important advantages.

- Computational errors are eliminated.
- Instructor tracking of student progress is greatly enhanced.
- Students can receive progress reports as often as needed.
- Time saved on grading can be spent on instructional design and delivery and providing special assistance.

One commercial grading program that has recently come to our attention is the Grade Machine™ by Misty City Software. The Pentronics staff reviewed both the Macintosh™ and the IBM™ versions of this program. Overall, we were impressed with the ease of use of the program and the quality of the manuals included with this software. Within an hour, on both types of computers, we had installed the program and completed the tutorial sections of the manual. This program, based on a spreadsheet design, worked very smoothly on both computers.

When comparing the two versions, we noted that the IBM™ version was based on a class period framework more commonly found in most secondary schools. Also, this version provided some basic statistical calculations that the Macintosh™ version did not. The command structure was made exceptionally clear with a map that diagrams all commands and graphically depicts their relationship to the many program functions.

The Macintosh™ program features three data entry and display screens entitled scores, students and assignments. These windows provided a clear, logical way to enter or change student names, scores, codes, assignment names and comments. Information is typed into an active cell that can be controlled by cursor keys or the mouse.

After considering this program's features, price and documentation, we recommend its use no matter which computing environment you prefer.

(by Bill Geibel, Pentronics Associate)

*Typical report from Macintosh Grade Machine program.*

| # | Assignment | # | Assignment | # | Assignment |
|---|---|---|---|---|---|
| 1 | Homework 1 | 3 | Lab 1 | | |
| 2 | Homework 2 | 4 | Test Ch. 1 | | |

| # | Name | ID | Miscellaneous | Scores 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|---|---|
| 1 | Aardvark, Anthony | ants | 10/clarinet | 15.0 | 10.0 | 20.0 | 33.0 |
| 2 | Beaver, Bernie | wood | 10/trumpet | 10.0 | | 15.0 | 29.0 |
| 3 | Horse, Charlie | neigh | 12/trumpet | 12.0 | 7.0 | 17.0 | 30.0 |
| 4 | Waltzing, Matilda | dance | 11/trombone | 6.0 | | | 20.0 |
| 5 | Zorro, Zelda | touché | 11/oboe | ex | 6.0 | 20.0 | 25.0 |
| POSSIBLE POINTS | | | | 15 | 10 | 20 | 33 |
| WEIGHT | | | | 1.000 | 1.000 | 1.000 | 3.030 |
| ADJUSTED POINTS | | | | 15 | 10 | 20 | 100 |

**Your "Super Ideas" about college teaching may be worth $250.**

The staff of Pentronics Publishing welcomes entries describing the idea that works best for you. To be eligible for the contest drop us a line telling us about your idea before November 30, 1990. The editorial staff of Pentronics Publishing will judge the entries and award the $250 prize. Include your name, address and institutional affiliation on each entry.

The winning idea will be featured in the January 1991 issue. Enter as many times as you like and include as many ideas as you wish to share. Each entry will be considered for inclusion in future issues of ***THE ADJUNCT MENTOR***; you will be given full credit for your ideas. Help others improve their instructional skills by sharing your super ideas.

Send entries to:
**Super Ideas II**
Pentronics Publishing
6 Clover Leaf Ct.
Savoy, IL 61874

# Presentation Skills Vital for Business Students

by
*Alice E. Smith*
Part-time Instructor
St. Louis Community
College at Meramec

I teach an introductory course in Business Administration that surveys all facets of modern business. Along with lectures, discussions, case studies, written exercises and tests, I ask that each student give a brief oral presentation to the class. Since I have had ten years of experience as a manager in a Fortune 500 corporation, I realize the great importance of being able to speak to a group.

Most students have never spoken in a formal setting and are quite hesitant to do so. I ask them to select any topic related to business that interests them. It could be an article they have read, a personal experience or studies from another class. I have had topics ranging from legalization of drugs to the closing of automobile plants. I ask that they share information and their opinions on this topic, and then field questions. The presenter must stand in the front of the room (I sit with the students). Speakers are allowed to use notes if they wish to do so.

This task is only graded by whether it is completed or not. Everyone completing a presentation is awarded the same number of points.

Most students begin speaking nervously but soon gain confidence and begin to speak more easily as they progress through the presentation. Following applause for the speaker's efforts, the class usually participates freely in the discussion session that follows.

I believe this type of experience is vital to our business students, as they will eventually be thrust into similar, but more critical situations during their careers. By allowing the students to select topics in which they are interested and by providing a supportive and formal learning environment, this exercise gives them a good start in acquiring business oral communication skills.

## What's Happening at Pentronics?

To facilitate timely delivery, we are now shipping issues as close to the first of each month as possible. The new production schedule begins with this issue.

"**Teaching for Success,**" a new series of on-site seminars is being developed at Pentronics & Associates, a division of Pentronics Publishing. These seminars empower instructors by helping them improve their instructional skills in the following areas: Instructional Design, Delivery Methodology, Adult Learning Theory, and Testing and Evaluation. For more information and scheduling, contact Jack Shrawder at Pentronics, 6 Clover Leaf Ct., Savoy, IL 61874 (217) 356-6651.

***THE ADJUNCT MENTOR*** is continuing to build solid communication bridges to all faculty. Readers also report that this training-letter is read by many full-time as well as part-time faculty in colleges taking advantage of the On-site Duplication Agreements and Large Group Subscription rates. Remember, entries will be accepted for the "Super **Ideas II**" contest until November 30, 1990. Enter as often as you wish!

THE ADJUNCT MENTOR

First Class

Faculty Notes
Faculty and Staff Development
Volume 1 Number 1 January, 1990
Maricopa Center for Learning and Instruction

## Faculty notes...?

**"Faculty! Your job has just become easier!** This newsletter...."

"Not another newsletter!"

"They're at it again, huh?"

"Yes, something else for the circular file."

Sound familiar? Such a reaction to any newsletter is not unusual. A shift in focus may be all that is needed, presuming of course that faculty are prepared to share their own successful teaching strategies.

That is what this new publication is all about: A faculty exchange. Let's not call it a newsletter. Think of it more as notes, a brief but frequent compilation of observations, as though someone had attended a worthwhile conference or convention and shared his/her discoveries with you. The key is that faculty members must be willing to share their thoughts. *(Faculty may submit ideas via A-1 or intercampus mail to Pamela Williams at MCLI.)*

## The little memo with the big outcome

Neither profound nor dramatic, **Julie Bertch** (RSCC) claims it barely elicits a "mild ho-hum." But because it is informative, encourages student accountability, and is quick and easy, she swears by it. It's a memo, and she gets one a week from each of her students.

Bertch, the English Discipline Specialist for RSCC, requires students to write a memo each Friday to inform her of their progress and problems. The *Friday Memo* focuses on a class topic or activity and serves multiple functions, depending upon the class structure.

**In the traditional classroom**, the memo:

* updates the instructor on the student's project.
* assists students in self-evaluation.
* takes class roll.
* fills some typically non-productive class time: the last five minutes.

**In the non-traditional setting** (working with distant students via teleconference, computer conference, or mail), the memo is even more important. It is:

* the informal connection, the chat.
* the teachable moment.
* the process for feedback throughout the course.

The truly essential benefit with the *Friday Memo*, according to Bertch, is the emphasis on writing, which fits in ideally with writing across the curriculum goals.

## Team ~~teaching~~ learning

Cooperative learning—study group—collaboration—call it what you will, it's out there in the real world. Is it also in your classroom? It should be. A growing body of literature is pointing to the fact that, in addition to having the potential for being a positive psychological experience, cooperative or collaborative class work can actually facilitate learning and achievement; help students in developing their interpersonal and critical thinking skills; and prepare them for effectively participating in society, both socially and professionally. Unfortunately, students seem reluctant to participate in group process in the classroom.

Much of the difficulty associated with student resistance to collaboration often results from lack of direction. It is important to note that a cooperative learning experience is not an unstructured activity. When students are left to sort out group process and task accomplishment goals without clear direction, competititve behaviors often rise to the surface and disrupt the cooperative atmosphere.

Is cooperative learning applicable to the community college classroom? This forum is open for you to share your thoughts on such a valuable teaching tool.

## Technology and the classroom

"Imagine if in Gutenberg's time we had been teaching children to typeset instead of to read, and yet we are doing just that....The coming revolution in multimedia computing is going to make what happened with Gutenberg look like nothing." —Dr. James Burke (Macuser March, 1989)

Technology is changing the business of science and teaching dramatically; yet, our curriculum has not changed appreciably since the 1920s, according to **Bill Anderson (PC)**. The consequent result is that we may be, in fact, teaching "typesetting" instead of "reading" in physics, engineering, and technology courses.

Two examples of the instructional dichotomy should clarify the issue:

- In design technology courses, drawing can be taught using the traditional pencil and paper style or using computer design programs.
- Math instructors may teach the principles of logarithms or simply tell the student which calculator button to push.

Although the benefits of modern technology pose a strong argument for its adoption to the curriculum, there may be some disadvantages in doing so. Those advocating the traditional approach claim that skills may be lost by using newer technology (e.g., art instructors are already embroiled in a debate over the loss of hand drawing skills when relying solely on computer drawing programs). Secondly, some hardware/software will not significantly improve current methods, and the resulting benefits may not offset the accompanying cost. While improvement just for the sake of improvement is not a sufficient justification for substitution, the typesetting analogy bears some serious consideration as well.

## Keeping "Intro. 101" alive

Introductory classes have the potential to stimulate and turn students on to an exciting new topic. Unfortunately, they have the frequent tendency to turn students off, as well. To make an introductory class come alive, **Jack Hannon (MCC)** suggests the following procedure:

Get a batch of data and a computer program that will retrieve and manipulate data, using appealing graphics, in a sophisticated enough fashion to be effective. You'll also need a computer (with sufficient basic memory and a color graphics card) and a projector or monitor large enough so it can be easily seen by all. The classroom then becomes, in reality, an experimental laboratory.

Hannon cites an example applicable to an introductory sociology class. From government crime data included in the software package, generate a colored map of the U. S. with each state shaded according to the number of suicides occurring in 1980 for every 100,000 people. Now do the same thing with new residents, persons who have moved to the state in the previous five years. After discussion, move to the scatterplot and correlation facility of the program and plot the correlation between the two variables. After experimenting with maps and plots, Hannon says, SOC 101 students can understand "correlation" (and later, "multiple regression") without that *awful language*.

Bringing technological magic into the classroom keeps the course more interesting and creates some exciting possibilities for participation and for seeing the world in some new ways.

For further information or explanation of the process, call Jack Hannon at MCC (461-7059).

## The idea exchange is now open!

Please share your innovative teaching techniques with your peers. All that is needed is a statement of your idea in some form, for example:

- Send the idea in brief memo form.
- Call for an appointment to be interviewed.

Please remember, though, that we need the privilege to edit all submissions due to our obvious space limitations.

***Faculty Notes*** **is published for the faculty of the Maricopa County Community College District. Faculty may submit unique classroom ideas via A-1 or inter-campus mail to Pamela Williams at MCLI or call 392-2462 to schedule an interview.** ***Faculty Notes*** **is produced by the Maricopa Center for Learning and Instruction and Staff Development.**

MARICOPA COMMUNITY COLLEGES

# APPENDIX E

# Faculty Data Base Forms and Procedures

## Faculty Data Base

Software

FOCUS - available from

Information Builders, Inc.
1250 Broadway
New York, NY 10001
212-736-4433

Will run on several mainframe computer systems.

# INPUT PROCEDURES
# CENTRALIZED FACULTY STAFFING & DEVELOPMENT

**BEFORE START OF SEMESTER**

For faculty already in the data base

- Send form "Faculty In Data Base Scheduled to Teach"

For new faculty

- Send complete Level I - indicate that they are a new faculty by placing an * after the 3 digit semester code.

**As classes are cancelled**

- Send form "Faculty No Longer Teaching"

**After start of the semester**

- Send copy of each syllabus

**Telephone calls from potential faculty**

- Send complete Level I form

**Resumes & letters from potential faculty**

- Forward to us

**Late Hires**

- Send either complete Level I or "Faculty in Data Base Scheduled to Teach form"

- Send copy of course syllabus

**Changes in Faculty Info**

- Send Level I form with appropriate information filled in

Revised 2/90

# FACULTY IN DATA BASE SCHEDULED TO TEACH

SEMESTER: _____ AREA SUBMITTING: _____ DATE: _____

| Last Name | Social Security Number | 3 letter prefix of course(s) teaching |
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26.F/FACDBASE.FRM (CR)

CENTRALIZED FACULTY STAFFING & DEVELOPMENT

RIO SALADO COMMUNITY COLLEGE

# RIO SALADO COMMUNITY COLLEGE

## CENTRALIZED FACULTY STAFFING RESOURCE - LEVEL 1 ENTRY FORM

Area Submitting:_____
Date:_____
By:_____

Data Base Addition _____
Data Base Change _____

Last Name: _____ First Name:_____

Street Address: _____

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

SS#: _____-_____-_____ Teaching: _____ (3 digit semester code e.g. 896 = Fall 1989)

3 letter prefix of course(s) teaching: _____

Certified: _____ (Y or N)  Given Handbook: _____ (Y or N)  Sex: _____ (M or F)

Teaching Fields: (Exact wording that is on certificate)

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File Complete : _____ (Y or N) I-9 Date: _____

Comments: _____

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(Maximum of 50 characters, including spaces)

Revised 2/90 (cr)

## FACULTY NO LONGER TEACHING

SEMESTER: _____ AREA SUBMITTING: _____ DATE: _____

| Last Name | Social Security Number |
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CENTRALIZED FACULTY STAFFING & DEVELOPMENT

RIO SALADO COMMUNITY COLLEGE

# RIO SALADO COMMUNITY COLLEGE

## CENTRALIZED FACULTY INFORMATION SOURCE

Last Name: _____ First Name: _____

Street Address: _____

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

SS#: _____ - ____ - _____

**Certificate Information:**

Type: (For example, A.1.a or Special)

_____ _____ _____ _____

Expiration Date: _____
(If you have a Regular Certificate, enter "None".)

Fields listed on Certificate: (Please enter the exact wording as it appears on your certificate.)

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**In addition to the traditonal classroom environment, Rio Salado offers courses throughout Maricopa County in a variety of instructional settings and time formats.**

Please check below if you would be interested in teaching:

____ in the prison program

____ on military bases

____ in government agencies

____ in retirement communities

____ within business & industry

____ other

____ alternative delivery (e.g. correspondence, teleconferencing, audio/video cassette courses, television.)

____ any of the above

Please check the time(s) you would like to teach:

____ day ____ evening ____ weekend ____ non-structured (e.g. correspondence) ____Any

Please look at the map below and indicate on the following line the number of the geographical area(s) in which you would like to teach.

Area #'s: _____

ERIC Clearinghouse for Junior Colleges SEP 28 1990